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# The Positive Approach: In-School Alternatives to Suspension

Gary Bryan Layton  
*Eastern Illinois University*

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THE POSITIVE APPROACH

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IN-SCHOOL ALTERNATIVES TO SUSPENSION

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(TITLE)

BY

GARY BRYAN LAYTON

FIELD STUDY

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1980  
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
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August 4, 1980  
DATE

DEPARTMENT HEAD

THE POSITIVE APPROACH  
IN-SCHOOL ALTERNATIVES  
TO SUSPENSION

BY

GARY BRYAN LAYTON

B. S. in Ed., Central Missouri State University, 1969  
M. S. in Ed., Drake University, 1975

ABSTRACT OF A THESIS

Submitted in partial fulfillment of the requirements  
for the degree of Specialist in Education at the  
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1980

## ACKNOWLEDGEMENTS

The author would like to express his most sincere appreciation and thanks to the Department of Educational Administration at Eastern Illinois University, whose encouragement, advice, and guidance during the author's graduate program is sincerely appreciated.

Gary B. Layton, Principal  
Cerro Gordo High School  
Community Unit District #100  
Cerro Gordo, Illinois 61818  
Author

The purpose of this field experience was to develop what the writer felt would be the major areas or components of a workable program concerned with in-school alternatives to suspension. Upon completion of the development of the eleven components of the alternative program to suspension, the writer chose to entitle the program, The Positive Approach, In-School Alternatives to Suspension.

Due to the large number of out-of-school suspensions in school systems each year, and the widespread disillusion with out-of-school suspension as a disciplinary procedure, school administrators are beginning to develop in-school alternative programs to suspension.

The instituting of an in-school alternative program must begin with determining if the current disciplinary procedures or programs being used are succeeding or failing.

The primary purposes of the alternative program must begin by helping the student, and identifying the root problems of the student's misbehavior.

Referrals should be well documented, the student should be given due process rights, and the length of time in the alternative program should last no more than three days without a review. The alternative program room should be away from the regular flow of student traffic, provide seating, and supply appropriate as well as ample amounts of study materials. The staff in the alternative program should be carefully selected, willing to work with the type of student that would be in the program, and capable of relating to the problem type student regardless of class or culture. A program of this nature must be well understood by all individuals involved, such as, administrators, regular classroom teachers, parents, and support personnel. This

type of program should include high quality academic instruction, individual, group or peer counseling that has in mind to involve the student in confronting, and solving the root problem which caused the initial misbehavior.. There must be access to all support services, both in the school system, and the community. To provide a follow-up on students having been in the program is a must. Last of all, the program must be carefully monitored and evaluated.

Upon completing the development of the eleven components of the alternative program, it was suggested by the writer's major advisor, Dr. Gerhard C. Matzner, that the writer include, as an appendix, the specific guidelines, and behavior code to be used in the program of in-school suspension at Cerro Gordo High School, grades 9-12, where the writer is employed as high school principal. The program at Cerro Gordo High School will be in effect after being approved by the Cerro Gordo Community Unit District #100 Board of Education at their August, 1980 meeting. Dr. Matzner further recommended that the writer include, as an appendix, specific guidelines, and behavior codes of two successful in-school alternative programs, in the State of Illinois. These suggestions will be found in the Appendix of the writer's field experience.

In completing the field experience herein described, the writer compiled all of the material discussed into what he hopes is a workable in-school alternative to suspension.

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## CHAPTER I

### INTRODUCTION

This program was designed to be used in the Cerro Gordo Community Unit #100 High School at Cerro Gordo, Illinois. The high school houses grades 9-12 with an approximate enrollment of 277 students.

The placement of the in-school suspension room will be what formerly had been the mailroom, and room for mimeograph and copy machines for the high school teachers. The in-school suspension room and the high school principal's office are separated by a door. This is a definite strong point as the principal will be able to maintain supervision over the students in the program. The guidance counselor's office is in the same general office area where the principal's office and in-school suspension room is located. This is another plus for the program in that if an immediate need for the counselor arises, he will be close at hand.

The actual program for Cerro Gordo High School will be found as an apperndix to the writer's field experience.

Within the last several years, there has been a more frequent use and abuse of out-of-school suspensions. This technique has been a nightmare for school administrators. Out-of-school suspension has come under increasing scrutiny and criticism. There have been an increasing number of reports written at various local, state, and national levels concerning out-of-school suspension.

The term "suspension" has taken on an air of disgrace and/or embarrassment to schools rather than to students. Whether the practice of dismissing students from school as a response to real or perceived cases of misbehavior is called "out for the remainder of the day," "three day suspension," or "sending the student home," the result is still suspension of students from school.

Because of the reaction to out-of-school suspension, a large number of concerns have arisen. Some of those concerns are:

that administrators are becoming aware that out-of-school suspension for such offenses as smoking on school property, truancy, or disruptive behavior in the classroom is often times ineffective and only compounds the problem;

that law enforcement officials claim that students who are suspended frequently have a tendency to get into trouble in the community;

that administrators realize that students serving out-of-school suspension hurts their average daily attendance;

that school administrators realize that out-of-school suspension is an "easy out" and a very convenient tool which is sometimes used rather than trying to involve the student, parent, counselor, and any other supportive personnel that would be available to help solve the problem;

that school administrators have misused out-of-school suspension so much that this type of punishment no longer assures the school administrator that the student will not misbehave again.

As a result of these concerns, and many others, schools are making more of a concerted effort to develop programs that will keep

the student in school, and give the school an opportunity to use more resource people to help correct the situation. The idea of an alternative to out-of-school suspension is a positive way to deal with the different type of offenses against school rules, and regulations which would have usually resulted in out-of-school suspension for the student. In-school alternatives can be a valuable step towards better meeting student's needs, but they should not be allowed to deter or replace more fundamental educational efforts which will prevent the kinds of behavior to which in-school alternatives are a response. The writer will not try to describe the many types of in-school alternatives to suspension in this paper. However, just because some type of disciplinary procedure has the title of an "in-school alternative to suspension" it cannot be assumed the needs of the students are being better served or that it represents a quality type improvement over previously used disciplinary procedures. Any type of disciplinary procedure, including that of an in-school alternative, can be misused.

The commitment to develop and implement an effective in-school alternative to suspension necessarily implies a recognition of the negative consequences of the use of out-of-school suspensions. It is very important for the school, or school administrator, to give a lot of thought to, and do a lot of research concerning an in-school alternative to suspension.

During the process of thinking about, and researching the purpose, use, and effect of an in-school alternative to suspension, the school or school administrator might be well advised to have the answer to some questions such as the following:

Why has our school used out-of-school suspensions?

For what types of offenses was out-of-school suspensions used?

Did we use all the supportive services at our disposal before using out-of-school suspension?

What have been the negative effects of out-of-school suspension on the student involved?

Have out-of-school suspensions been directed toward a particular part of the student body (female, male, black, Hispanic)?

How does the community feel about our system of discipline in the school?

The answers to these questions may shed light on some of the past difficulties. Also, if you developed a program without answering some of these questions then the mistakes of the past might re-emerge after the development of an in-school alternative to suspension.

If the school administrator or person(s) developing in-school alternatives to suspension feels that the primary objective of the alternative is to punish, control, and modify the behavior of the students, then it is not very likely that the program will survive over a long period of time. The individuals developing the program must have a good solid philosophy of what they want the program to accomplish, and then commit themselves to making it work. The development of the proper type program will, again, provide an opportunity for the individuals involved to reassess the past and hopefully profit from it.

The difficulty with a large number of disciplinary programs or practices is that they are designed for expediency rather than identifying, and solving the problem that has caused a student(s) to misbehave. Just because an individual is in an authority position, and has the power to determine the nature of each disciplinary response taken, does not give that individual the right to exclude seeking out the problem or



finding out what is at the root of the child's misbehavior. This type of response from a school administrator or authority in charge is abusing the use of the power given him/her.

An in-school suspension program should be developed with the purpose of -- (1) assisting the student, (2) identifying the student's problem, (3) providing an atmosphere for the student to begin developing self-discipline, (4) finding out what the problems are and taking action to help solve the problems, (5) eliminating out-of-school suspension except for those offenses which clearly threaten the health, safety, and welfare of those in the school community, (6) developing an atmosphere within the school which would help achieve the first five goals while yet allowing the remainder of the students to have an opportunity to continue their education without interruption.

After reading the above goals, one would surely assume that there is more to discipline than corporal punishment or out-of-school suspension unless those individuals developing a program readily realize that they should have a similar philosophy toward in-school suspension, then the program may not fully cover every area that it is expected to cover nor reach the potential that it would have.

It is highly unlikely that an in-school suspension program would survive if it is limited to the strict use of reducing out-of-school suspensions. If the program is limited to one specific goal, it would seem that it would not be helping the students with their problem which might cause future difficulties. If the program strictly amounts to the student sitting in a room, then the school nor the student will benefit.

The misuse of an in-school alternative may also be a way of ignoring

the fact that the student may not be the only factor involved in this difficulty. Misbehavior can be caused by other factors, for example, a teacher or administrator. You might ask yourself if the misbehavior could be caused:

by the way a teacher handles classroom management within the classroom;

by quick judgement or reaction to a situation by someone who does not have all the information concerning the act or misbehavior;

by some difficulty in the home or community.

If in-school alternatives are such that they try to change the behavior of the student but do not actually get at the root problem, then wherever the problem is found or whomever it involves, the alternatives will represent the same type or usual discipline for the student and the school.

If the in-school alternative is going to solve the misbehavior difficulties, not push them aside or ignore them, then school officials must be committed to the idea that the alternative program staff may address anyone (peers, teachers, administrators, parents) that might be the factor leading to student misbehavior. This means that school officials must give the program staff the power, and the support to run the program. This can be a difficult area or situation as some individuals (1) do not want to admit they are a factor or the root problem in student misbehavior, (2) need guidance in coping with a situation after they recognize, and hopefully admit, they are a factor or are the root problem in student misbehavior, (3) must be shown how to correct the problem they have which can cause student misbehavior.

When designing an in-school alternative to suspension there should be the idea that there is going to have to be a lot of ambition on

everyones part to deal with student misbehavior in a positive, and successful manner with the needs of the students in mind. In the designing of the in-school alternative there should be involvement from all levels; students teachers, administrators, and parents. Everyone involved should be deliberate, and thoughtful; they should also be well informed about various alternative models.

The writer is not, in any way, implying in this paper, that out-of-school suspension should totally be done away with, because at times it is the last, and only alternative an administrator may have which will help to maintain the health, safety, and welfare of the students in his/her building.

It would be appropriate to close the introduction with a statement made by Judge Godbold: "...banishment from the local educational system is ... the ultimate punishment ... a life sentence to second rate citizenship."<sup>1</sup>

(1) David K. Wiles, and Edward Rockoff, "Problems of Achieving Rehabilitation and Punishment in Special School Environments," Journal of Law and Education, Vol: 7, No. 2, April, 1978, p. 166-  
Lee vs. Macon County Board of Education, 440 F. 2d 697 (5th Cir., 1974).



## CHAPTER II

### THE MAJOR COMPONENTS OF IN-SCHOOL ALTERNATIVES TO SUSPENSION

Designers of an in-school alternative to suspension should consider the following major components:

#### Criteria and Procedures for Referral

The in-school alternatives to suspension should not be viewed as a "cure all" or solution to every case of misbehavior by a student or students, nor should it mean that the in-school alternative is the best response to each and every violation of misconduct in the school rules and regulations, as outlined in either the board policy or student handbook. If the alternatives result in a student being removed from the classroom situation for an act of misconduct and if removal is made to seem an easy process or a convenience, then the individual involved, teacher or administrator, may find it easy to relinquish their responsibility for firm, effective and fair discipline in the classroom or school. The program coordinator, administrator, or teacher in charge must make it very clear to all, the circumstances under which a referral may be made and what the guidelines are for making a referral. These guidelines must be made known to everyone, students, parents, and teachers. It should also be made in writing.

There should be one person and one person only who screens all the referrals for the in-school alternative. This person would be responsible for determining if the referral would solve the root problem. There should be conferences with the student, parent, and the referring teacher to see that all facts are known. The individual reviewing the

referral will then have the power to assign the student, not assign the student, or suggest something other than the in-school alternatives. The individual in charge has a great responsibility in that he/she will be the determining factor as to how soon the student will return to the regular classroom setting.

The referral should be accompanied by sufficient written documentation which should describe the situation and justify the referral. Also, the referring teacher should include the alternatives used by him/her prior to referral and some suggestions as to how the root problem may be solved.

The student or students involved must not be denied due process as outlined in the case of Goss V. Lopez. These rights are required by the high court for any student facing suspension. The due process rights are as follows:

1. oral or written notice of the charges against him/her, and a hearing;
2. an opportunity to hear the evidence the authorities have, and an opportunity to respond if he/she denies the charges; and
3. notice and hearing before the student is removed from the school.<sup>2</sup>

The State of Illinois outlines their due process procedures in two books, the Illinois School Code (Chapter 122-10-22.6, Suspension and Expulsion of Pupils), and the Illinois Handbook on Students and Schools Rights and Responsibilities, page eight.<sup>3</sup>

- (2) Robert E. Draba, Karl V. Hertz, and Christ Christoff, "The Impact of the Goss Decision: A State Survey," Viewpoints, 52, 5, September, 1976, p. 1.
- (3) Illinois School Code (Chapter 122-10-22.6, Suspension and Expulsion of Pupils), and the Illinois Handbook on Students and Schools Rights and Responsibilities, p. 8.

keeping within the bounds of the law with due process procedures is administratively, and legally good practice. This is simply a way of protecting the school as well as the personnel involved.

### Length of Assignment

When considering taking a student from the regular classroom setting and confining him to the alternative program facility, then the issue of length of assignment is very important. In schools, a maximum time limit for pupil suspension is established by state statute.<sup>4</sup> However, educators could, conceivably, circumvent the specific length of punishment by initiating a series of short term suspensions (each less than maximum), if one of these solutions would be the avenue to take in getting at the root problem.<sup>5</sup> However, the guidelines might state that no student would remain in the program for more than three days without a review of the progress he/she was making during this three day period. There should never be a recommendation for extension without written documentation explaining the rationale for the recommendation. The documentation should further include the activities, and services to be used during the extension as well as what is to be accomplished from the extension. The review should include a meeting with the referring teacher or administrator, the student and his/her parents, and any concerned members of the staff. A student should not be in the program for more than seven days without a full due process hearing. Any confinement in the alternative program that would be more than a state statute would allow for suspension would jeopardize the school district or administrator/teacher in charge of the program.

- (4) David K. Wiles and Edward Rockoff, "Problems of Achieving Rehabilitation and Punishment in Special School Environments," Journal of Law and Education, Vol. 7, No. 2, p. 170.
- (5) Ibid.

### In-School Program Facilities

When a student is being placed in the alternative program in a specific place for a specific amount of time, a lot of consideration should be given to the location of the facility.

The facility can range from a converted storage area to a portable classroom. One school even used the area which was formally the nurse's office because it was connected to the central office which made it very accessible for the administrator and teachers. One of the main concerns is that it should be away from the flow of traffic within the school. There are several reasons why the facility should be set up in this manner. It gives the students isolation from their peers who are passing by and those students in the alternative program hopefully will develop a change in attitude which will give them back their social freedom.

Students in the alternative program should not be seen going to and from the facility to avoid embarrassment. They should have their lunch brought to them at noon and be taken to the restroom at a time when there are no other people in the halls. Also, it might be good to exclude them from extra-curricular activities that occur during or toward the end of the day.

The appearance of the facility should be something stern or unyielding. It should not be decorated or have colorful bulletin boards as do the regular classrooms. However, there should be desks, or tables, in the room. The students should have access to any educational materials necessary for them to complete their assignments. Students could, if special arrangements were made upon a classroom teacher's request

attend an important lecture, lab, or film that could not be made up.<sup>6</sup> This would only be permitted if the student could not get full benefit of the class while in the facility, and only with a teacher.

(6) Barbara A. Martin, "The Slammer: An In-School Suspension Program," Education Digest, January, 1980, pp. 37-38.



### Staff Selection and Responsibilities

This is probably the most important part of the development of the alternative program. Those individuals responsible for selecting the staff must not let the alternative program be a "dumping ground" for the undesirable teacher who may be on the list to be reassigned. The selection committee must be committed to selecting the most qualified individual with the greatest desire to work with the type of student that will be in the alternative program. That person being selected should be someone who:

- has the personality to work with students that have problems;

- has the patience to work with students in the alternative program;

- wants to work with the program;

- is willing to work with students of varied cultural and ethnic backgrounds;

- is interested more in solving the root problem of the student than modifying his/her behavior patterns.

The secondary consideration of the person for this position would be certification. It is very important for this person to be able to communicate with the students, to have strong diagnostic and instructional skills, to have a lot of energy and imagination, and to want to be involved in the program. An individual with a strong background in elementary education, and having the certification of a learning disabled teacher coupled with a certification in behaviorally disordered would be the utopian type person.

The selection process of the staff should involve a panel consisting of administrators and teachers who care about and have had success with the type of student who will be in the alternative program. This

panel should make it very clear to all applicants for the position why the program is being started, the goals and objectives of the program, what support they will receive from those individuals in charge (administrator or teachers), the authority the staff will have, and an indication of how committed the school system is to the program.

The staff for the alternative program will have many and varied responsibilities. Besides supervising the students, they will have to provide counseling opportunities for the students, and work to establish good rapport with them. The staff will also have to assist the students with academic assignments, and be aware as well as sensitive to those with learning disabilities. The staff will also have to be able to relate to the parents, and possibly make home visits if it is warranted. In summation, the staff must be very flexible.



## Relation of Certificated Personnel to the Alternative Program

Another important part of the in-school alternative program is how the teachers and administrators perceive it as well as how they relate to it. It is very important that these people understand the philosophy behind the program, why and for whom it has been created, and how it will work. Probably the best way of gaining the support of these people is to ask for their views, ideas, and suggestions and try very hard to incorporate as many of their ideas and suggestions as possible into the program. How well the program runs or operates will depend to a large degree on how well it is understood and supported by the regular school staff.

Anytime there is an alternative program which temporarily assigns students to a separate facility, this will necessitate the teacher bringing daily assignments to the alternative program staff for the students involved. The teacher may make the assignment the same as other students or the assignment may be more intense or difficult. The classroom, and alternative program staff will have to work hand in hand in this area.

The teachers, administrators, and program staff may also have to work very closely as the program staff may need the assistance of the teachers and administrators in identifying, and correcting the root problem which caused the student's misbehavior. This can be a very time consuming, and touchy situation as the teacher or administrator may be the cause of the problem. The teachers and administrators must realize that the program staff has the full support of the district

officials, and that cooperation is expected. As part of the program, the school district should recognize the fact that they may have to provide some sort of inservice training or counseling for those people who are unwilling or unable to recognize they are part of the problem of causing the stimulating or aggravating of the student who misbehaves.

It would be appropriate to insert at this time what has been initiated by the Springfield Massachusetts Public School System and the University of Massachusetts, concerning the inservicing of teachers in this area. The Springfield Massachusetts Public School System and the University of Massachusetts are looking at discipline problems from the point of view of the student: What characteristics in schools and teachers may elicit disruptive behavior? "Researchers made a list of the basic moves of teachers and students in the classroom, and the way that teachers and students combined these moves in chain reactions that resulted in a classroom disruption at nearly blinding speed. In other words, the way students and teachers react to each other may be causing behavior problems in classrooms that result in school suspensions. Researchers have devised a teacher training program that stresses these social relationships and the Springfield School System will integrate this teacher training component into their regularly scheduled inservice teacher activities."<sup>7</sup> This merely gives the idea that the child who misbehaves is not always at fault. What do we do with the teacher who causes a student to misbehave, suspend them? In some cases, it would be an excellent idea.

(7) Diane M. O'Brien, "In-School Suspension: Is it the new way to punish productively?", The American School Board Journal, March 1976, pp. 36-37.

## Parents and the Alternative Program

It is very important for the staff of the alternative program to involve the parents of the students in the program. This may not be the most palitable situation in the beginning, but it can be very good for the alternative program once you win the support of the parents. In an article written by Donald L. Harvey and William G. Moosha concerning the in-school suspension program at Bayside Junior High and Bayside High School, Virginia Beach, Virginia, it was stated that "the coordinator played a valuable part in fostering communication between the school and the parent, and because he showed that the school was sincerely interested in helping the child, the school gained widespread support of the parents of the suspended child. Without exception, every parent brought in for a conference with the assistant principal, and the coordinator preferred the in-school suspension system to the out-of-school system."<sup>8</sup> Parental contact must be made for the program to survive and it may require a home visit. The in-school suspension project at Northeast High School Complex in Macon, Georgia, (this program was selected for three convention level presentations during the year 1979) has in its guidelines that, "All students assigned to the ISSP receive a parent contact and/or home visit. The parent contact is usually done by telephone for the student who is assigned to ISSP for the first time. Repeat clients and students whose family have no telephone or could not be contacted receive a home visit by the

(8) Donald L. Harvey, Assistant Principal of Bayside Junior High School and William G. Moosha, Assistant Principal of Bayside High School, Virginia Beach, Virginia, "A Positive Alternative, In-School Suspension: Does it Work?" The NASSP Bulletin, January, 1977, p. 17.

ISSP staff."<sup>9</sup> It seems evident that there is no substitute for parental contact, and most especially face to face contact. This may be the most important component of the program.

(9) Stephen E. Haussman, Director, In-School Suspension Project, Bibbs County Public Schools, Macon, Georgia, "Deinstitutionalization of Status Offenders: An In-School Suspension Project," a paper, presented at the Annual International Convention, The Council for Exceptional Children, Dallas, Texas, April 22-27, 1979, Session T-10, p. 8.

## Content of the In-School

### Alternative Program

It is very important that students in the alternative program receive quality instruction, and that this instruction be given on a level that is appropriate for the student. Any tests, lab work, as well as regular classroom assignments should be available to the student in the alternative program. Students should be permitted to leave the room to receive instruction for lab work, important lectures or films, but only when it is absolutely necessary. The academic component should be more rigorous, and all work turned in by the student should be of a quality as the student is capable of doing.

A formal assessment of the student's achievement level, review of his/her past academic history, and a diagnosis of the student's learning problems should be completed as soon as possible after entering the alternative program.

A plan to solve the student's learning problems should be developed, shared with, and explained to the student, his/her parents, and any concerned teachers. The plan should be carefully monitored.

The alternative program should also include a component which involves individual and/or group counseling. There could also be an involvement of peers in the counseling component as described by H. Dean Gray, and Judith A. Tindall in their books entitled, "An In-Depth Look At Training Peer Helpers," and "Becoming An Effective Peer Helper."<sup>10</sup>

(10) H. Dean Gray, and Judith A. Tindall, "An In-Depth Look At Peer Helpers," and "Becoming An Effective Peer Helper," Accelerated Development, Inc., Muncie, Indiana, copyright 1978.



The counseling approach used will depend upon how the in-school alternative has been organized. There are approaches which may include behavior modification, reality therapy, and values clarification. The model used should be consistent with the goals which have been set for the program. A counseling model should not be used which would manipulate a student or which would go on the assumption that only the student's behavior needs to be modified. Any approach which would tend to hide or possibly misidentify the root problem should definitely be avoided. The purpose of the alternative program should be:

- (1) to get the student involved in helping to identify and assume part of the responsibility for solving the root problem,
- (2) to help the student in looking at the reasons for his/her misbehavior,
- (3) to get the student to accept the responsibility for, and learn how to manage his/her behavior as well as how to cope in a responsible way with the behavior of others.

Support Services  
for the  
Alternative Programs

The in-school alternative program must have access to the school system's support services. A lot of thought must be given to how psychologists, special education consultants, and counselors will relate to the alternative program staff in order to assist them in working with the students. Thought should also be given as how to establish contact with, and involve such community agencies as, legal aid offices, children and family services, mental health centers, and churches.

All support personnel must understand the purpose and method of operation of the alternative program. They should be aware of what is expected of them and meet regularly with the alternative program staff. The alternative program staff should develop a good personal working relationship with the support personnel in order to have their cooperation and understanding when they are asked to become involved with a particular student. The alternative program staff should serve as a supporter of the student to see that the support personnel give prompt and quality service to the student. At no time should a student be totally "turned over" to support personnel.

### Follow-Up

After a student is released from the alternative program, there should be a follow-up program to determine how he/she progresses in the regular classroom situation. A very important area of the follow-up should be to determine how successful the alternative program was in solving the root problem which caused the student's behavior difficulty. One way of getting a daily report would be to devise a form for each of the student's teachers to fill out, concerning what he/she had done in their particular class that day. The form could be given to the school administrator or alternative staff at the end of the day for review. At this point, if the student needed further assistance in any way, the assistance could begin immediately.

It may be a good idea to have follow-up counseling available for those who need it. The follow-up session should be available at anytime it is needed.



## Funding

Funding for an in-school alternative depends largely on the school administrator and how he involves his present available services and staff, as well as how many students may be involved in the program. One should not assume that an in-school alternative program cannot be implemented without additional funding. Before such a conclusion is reached, school officials should think carefully about what sort of arrangements could be made using available staff.

If additional resources are required, there are a number of possible sources for funds. Some examples of funding received by in-school alternative programs are:

- (1) The Bibbs County Public Schools of Macon, Georgia has received funding from the Law Enforcement Assistance Administration (LEAA) since 1975. These grants were awarded under the Omnibus Crime Control and Safe Streets Acts.<sup>11</sup>
- (2) The Virginia Beach, Virginia, Public School System, has received funding from the Virginia State Department of Education for two secondary schools - Bayside Junior High School and Bayside High School.<sup>12</sup>

In those school districts where school districts and superintendents are thought to be sympathetic to the goals of the in-school alternative program, they should be asked to provide local funds to

- (11) Stephen E. Haussman, Director, In-School Suspension Project, Bibbs County Public Schools, Macon, Georgia, "Deinstitutionalization of Status Offenders: An In-School Suspension Project," a paper presented at the Annual International Convention, The Council for Exceptional Children, Dallas, Texas, April 22-27, 1979, Session T-10, pp. 2-3.
- (12) Donald L. Harvey, Assistant Principal of Bayside Junior High School and William G. Moosha, Assistant Principal of Bayside High School, Virginia Beach, Virginia, "A Positive Alternative, In-School Suspension: Does It Work?" The NASSP Bulletin, January, 1977, p. 15.

support the program. The Emergency School Aid Act can provide funds to eligible districts for many services, and personnel if the districts meet the requirements of the program. Title IV-C of the Elementary and Secondary Education Act can also provide funds. Some of the staff for the alternative program may be funded through the Comprehensive Employment and Training Act. Funds may also be provided through the Juvenile Justice and Delinquency Prevention Act.

Monitoring and Evaluating  
the Alternative Program

The in-school alternative program should be carefully monitored and evaluated throughout the school year to determine if it is achieving its intended purposes. Some questions that may provide assistance in determining the success of the program might be are:

1. Has the program actually resulted in a significant reduction in the number of out-of-school suspensions?
2. What does data concerning referrals and assignments to the alternative program reveal?
3. Have students involved in the alternative program significantly increased their academic, social, and attendance success as a result of having participated in the program?
4. Has the alternative program resulted in students developing greater self-discipline?
5. Has the alternative program resulted in more parents being involved in the disciplinary process?
6. Has the alternative program served a broad range of students who have violated school rules and regulations, rather than served only one group identified as "the discipline problem?"
7. Has the alternative program served only those students most in need or has it been excessively used as a disciplinary response?

The monitoring and evaluation of the alternative program should involve the program staff, classroom teachers, and administrators. The report should include the kind of data indicated in the above questions, with case histories, and comments from school personnel, students, and parents. An interim report should be prepared after each semester. A more extensive report should be prepared at the end of the school year and be presented to the board of education.

CHAPTER III

APPENDIX AND BIBLIOGRAPHY

**APPENDIX A**

**IN-SCHOOL SUSPENSION PROGRAM  
AND BEHAVIOR CODE**

**FOR**

**CERRO GORDO HIGH SCHOOL  
COMMUNITY UNIT DISTRICT #100  
CERRO GORDO, ILLINOIS 61818**

The positive alternative to out-of-school suspension at Cerro Gordo High School will be in-school suspension.

The main rationale for the initiation of an in-school alternative program at Cerro Gordo High School is to try to decrease the number of truancies, tardies, absences, and disciplinary difficulties arising in the school without the frequent use of out-of-school suspension.

It is not possible for the writer to include all of the eleven components, as described in Chapter II of the writer's field study, due to a lack of personnel and funding. The writer will include nine components for the Cerro Gordo Program.

The high school principal and the guidance counselor will be the two main figures in the program, and will have to work together very closely for the program to be effective as well as survive. The high school principal will be the program coordinator.

## Referral

Referrals for students to be in the program may be made by the superintendent, the principal, a faculty member, or the guidance counselor. Since the principal will be the program coordinator, all referrals will be screened by him. The decision as to whether or when the student enters the program, and when the student is released will be the total responsibility of the program coordinator. The program coordinator will be directly responsible to the superintendent.

The faculty will use every alternative at their disposal to correct a case of misbehavior in their classroom. The rationale for this is to see that the faculty member fulfills his/her responsibility of correcting a case of misbehavior in his/her classroom initially so that the in-school alternative to suspension will not be a "dumping ground" and that each faculty member "pulls his/her weight" in the area of classroom management. The program coordinator will make this very clear so he does not become the only individual that corrects misbehavior in the school.

The faculty member will make the referral in writing to the program coordinator. The referral will include:

1. The name of the student.
2. Grade in school.
3. Type of misbehavior that occurred and the reason, if known.
4. Date and time of the incident.
5. What measures the faculty member has taken to correct previous cases of misbehavior.

6. Any recommendations the faculty member may have concerning the student and his/her misbehavior.

The faculty member will use the form displayed in appendix B of the writer's field study.

Each student brought to the program coordinator will receive due process verbally, and in writing.



### Length of Assignment

The length of assignment in the alternative program will depend upon the severity of the misbehavior, and the length of time it takes to solve the problem of the student. The length of assignment will not be longer than what has been established by state statute and will be administratively and legally correct.

The length of assignment may range from one period for one day all the way to the limit permitted by the state. If the student is going to be in the alternative program for more than three days, his/her case will be reviewed at the end of the third day to determine progress or lack of it. If there is need for an extension of time, the faculty member making the referral and the parents will be contacted. If an extension of time is made, the program coordinator will complete an Alternative Program Extension Form explaining why the student's time has been extended. The Alternative Program Extension Form will be found in Appendix C of the writer's field experience. If a student has had several extensions while being in the alternative program, the use of corporal punishment would be considered as a last resort to correcting the misbehavior difficulty before out-of-school suspension would be considered. Out-of-school suspension would be a last resort. In the case of corporal punishment all legal guidelines, and the possible wishes of parents would be considered before the administering of corporal punishment. In the case of corporal punishment, the parents would receive written notification concerning the incident.

## Facilities

The in-school program facility is located on the second floor of the high school. There are two doors, one opening into the hallway and one opening into the high school principal's office. The door which opens into the hallway will remain closed unless it is opened by the program coordinator. The hallway door is equipped with an electric control button which is placed between the door and door facing. The wiring from the control button goes to a doorbell located in the general office area. The doorbell rings when a very small amount of pressure is released off the electric control button. The control button may be turned on and off in the general office area. The main rationale for the control button is to determine if any student is trying to leave or enter the facility without permission when the door that opens into the principal's office is closed. This had to be put into effect as there is not a faculty member in the room for instructional or supervision purposes.

Students in the program will be taken to the restroom twice a day, once in the morning and once after lunch. The program coordinator will take the boys to the restroom and the high school secretary will take the girls. The students' lunch will be brought to them by student helpers in the cafeteria so there will not be a need for the students in the alternative program to leave the room for lunch. Students in the alternative program will not be permitted to attend assemblies, pep rallies, or any other extra curricular function which might occur during the regular school day. A student will not be permitted to ask questions unless their hand is raised, and the student is recognized by the program coordinator. The only conversation

permitted by the student will be between him/her, and the program coordinator, guidance counselor, teacher, and high school secretary. Social conversation will not be permitted.

The room has been painted a mint green. Any pastel color should help to produce a calming effect on a student after being in the room for a period of time. The room has been equipped with student desks and one small table. If a need arises for library materials, the high school secretary will secure them for the student(s) from the library. A student will be allowed to leave the room for a lab or a lecture that is important in a particular subject. The faculty member wishing to have a student in class must come to the alternative program coordinator to seek permission to take the student, and the faculty member must return the student to the facility in person.

## Building Faculty and the Alternative Program

It is very important for the faculty to understand why the alternative program was initiated. There has been in-service time set aside to work with the faculty to help develop a complete understanding of the program, to become aware of the proper procedure for using the program, and how not to abuse the program. The first in-service will be held at the first teachers workshop for the new school year. There may be a need for changes in the program during the course of the year, and the ideas as well as suggestions by faculty members concerning the program will be given much consideration. Having the faculty actually becoming involved with the program will have a tendency to create support and proper usage.

Due to a lack of funding, this program cannot afford an alternative program faculty member. This situation will necessitate the faculty bringing daily assignments to the students in the alternative program during their planning period. Those faculty members bringing assignments to students in the alternative program will be given the freedom to make assignments as difficult as the student is capable of completing, but no assignment will be of lesser quality than what is assigned in the regular classroom setting. Students in the program must complete all assignments, and to the satisfaction of the faculty involved. Those students who do not perform or complete assignments may have their time extended in the alternative program, but never longer than would be legally permissible.

However, a number of short term suspensions might be in order if there was a need to exceed the maximum number of days according to state statute. The program coordinator will periodically check the quality of assignments being given to, and completed by, the students in the alternative program. Conferences would be in order for those faculty not giving quality assignments, and those students not satisfactorily completing assignments. Those students who habitually do not satisfactorily complete assignments will be required to have a conference with the program coordinator, faculty member involved, and their parents to decide the proper action to be taken to solve the problem.

Parent Involvement with the  
Alternative Program

The program coordinator and faculty involved with students in the alternative program will make parent involvement a priority of the program. If the parents are communicated with, preferably face to face, and are given an explanation of the program, with emphasis on the positive aspects, there can be a lot of positive support given that the program will most definitely need. Communication with the parent(s) can also do away with the negative rumors that may circulate within the school and community concerning the program.

For those students who have previously been in the program, a home visit by the guidance counselor and/or the program coordinator or county truant officer will be made. Every effort will be made to keep the student(s) in school.



Counseling and Student Assessment  
for the  
Alternative Program

It will be the responsibility of the guidance counselor to see that an assessment of the student's achievement level in the areas of mathematics and reading is made. The guidance counselor will relay the assessment of the student to the program coordinator. The program coordinator will review the recommendations of the guidance counselor with the mathematics and Title I reading teacher. Arrangements will be made for assistance to the student if there is a need.

The guidance counselor will use both individual and group counseling with students in the alternative program. Those students in need of supportive services outside the school system will receive them after parental contact has been made, and consent has been given by the parent(s).

Support Services for the  
Alternative Program

The in-school alternative program has access to and will use the following support services -

1. Macon/Piatt County Special Education District
2. Douglas/Piatt County Education Service Region Office
3. Center for Child Abuse
4. Piatt County Mental Health Center
5. Illinois State Department of Child and Family Services
6. Piatt County Probation Department (Alice Gunter)
7. Psychologist (Jacklyn Abbott)

The above support services will be used in addition to the services provided by the high school.

The program coordinator will contact all of the support services, and explain how the alternative program operates, its purpose, as well as what is expected of them when working with students in the alternative program. The support services will keep the program coordinator and guidance counselor informed of the progress, or lack of progress, of any student(s) they may be working with.

### Follow-Up

After a student is released from the alternative program there will be a follow-up program to determine the students progress, or lack of progress, in the regular classroom setting. An Alternative Program Follow-Up Form, found in Appendix D of the writer's field study, will be used by each faculty member to determine how the student has done that particular day. This type of report will continue as long as the alternative program coordinator sees a need.

The guidance counselor will be available by appointment for those students who have been in the alternative program, and have a need for a follow-up session with the guidance counselor.

Monitoring and Evaluating the  
Alternative Program

The alternative program will be monitored on a continual basis by the program coordinator and the guidance counselor. Pertinent data concerning the program will be shared with the faculty on a regular basis to keep them informed of the progress, or lack of progress, being made with students in or having been in the alternative program. The areas of violation by students, the number of students in, and returning to the program, the types of students being served by the program, the number of referrals, and the use of support services are all items that may be discussed by all individuals involved with the alternative program.

There will be a report given to the board of education at the regular monthly board meeting following the close of each nine week quarter, and at the end of each semester. A final report will be given to the board of education at the regular monthly meeting in June of each year.

## CGHS BEHAVIOR CODE

### TRUANCY AND EXCESSIVE ABSENCES

#### 1. First Time

- a. In-school suspension equal to the amount of time truant
- b. Verbal warning and explanation of rules
- c. Program coordinator/student conference
- d. Follow-up report to be filed with the program coordinator for two days
- e. Parent notification
  1. Mail
  2. Telephone

#### 2. Second Time

- a. In-school suspension at the discretion of the program coordinator, but no less than one day
- b. Verbal warning and explanation of rules
- c. Program coordinator/student conference
- d. Follow-up report to be filed with the program coordinator for three days
- e. Parent notification
  1. Mail
  2. Telephone
- f. Parent conference may be required

#### 3. Third Time

- a. In-school suspension at the discretion of the program coordinator, but no less than three days
- b. Verbal warning and explanation of rules
- c. Program coordinator/guidance counselor/parent/student conference

- d. Follow-up report to be filed with the program coordinator for four days
- e. Parent notification
  1. Mail
  2. Telephone

Students who accumulate truancies or absences of seven or more days will be referred to the Piatt County Probation Department for a home visit. The Piatt County Probation Department will make referrals to the Sixth Judicial Circuit Court if there is a just need.

#### ALCOHOL OR PROHIBITED DRUGS ON SCHOOL PROPERTY

##### 1. First Time

- a. Notification of police
- b. Verbal warning and explanation of rules of the district
- c. Program coordinator/guidance counselor/parent/student conference
- d. Disciplinary action taken will be at the discretion of the program coordinator
- e. Parent notification
  1. Mail
  2. Telephone

##### 2. Second Time

- a. Notification of police
- b. Verbal warning and explanation of rules
- c. Program coordinator/guidance counselor/parent/student conference
- d. Recommendation to parent to use a support service outside of the school system
- e. Disciplinary action will be at the discretion of the program coordinator
- f. Parent notification
  1. Mail
  2. Telephone



## EXCESSIVE TARDINESS

### 1. First Time

- a. In-school suspension for that period or the remainder of the period. If the misbehavior occurs toward the end of the period the student will have in-school suspension for that period the following day.
- b. Verbal warning and explanation of rules
- c. Program coordinator/student conference
- d. Parent notification
  1. Mail
  2. Telephone

### 2. Second Time

- a. In-school suspension for that period or the remainder of the period. If the misbehavior occurs toward the end of the period the student will have in-school suspension for that period the following day
- b. Verbal warning and explanation of rules
- c. Program coordinator/student conference
- d. Parent notification
  1. Mail
  2. Telephone

### 3. Third Time

- a. In-school suspension for that period for three days
- b. Verbal warning and explanation of rules
- c. Student referred to guidance counselor
- d. Parent notified by mail that if the incident reoccurs, the student may be removed from class and assigned a letter grade of "F."

### 4. Fourth Time

- a. Student assigned a letter grade of "F" and removed from class for the remainder of the semester

- b. Parents notified by
  - 1. Mail
  - 2. Telephone
- c. Student assigned to a study hall or in-school suspension for the remainder of the semester
- d. Possibility of out-of-school suspension if the student causes a difficulty in study hall or in-school suspension

#### PROFANE LANGUAGE OR GESTURES

##### 1. First Time

- a. In-school suspension for one day
- b. Verbal warning and explanation of rules
- c. Program coordinator/student conference
- d. Parent notification
  - 1. Mail
  - 2. Telephone

##### 2. Second Time

- a. In-school suspension for three days
- b. Verbal warning and explanation of rules
- c. Referral to guidance counselor
- d. Parent notification
  - 1. Mail
  - 2. Telephone

##### 3. Third Time

- a. In-school suspension or out-of-school suspension at the discretion of the program coordinator
- b. Verbal warning and explanation of rules
- c. Program coordinator/guidance counselor/parent conference
- d. Parent notification by mail

## USE OF TOBACCO (Chewing or smoking)

1. First Time
  - a. In-school suspension for one day
  - b. Verbal warning and explanation of rules
  - c. Program coordinator/student conference
  - d. Parent notification
    1. Mail
    2. Telephone
2. Second Time
  - a. In-school suspension for two days
  - b. Verbal warning and explanation of rules
  - c. Program coordinator/student conference
  - d. Parent notification
    1. Mail
    2. Telephone
3. Third Time
  - a. In-school suspension for three days
  - b. Verbal warning and explanation of rules
  - c. Program coordinator/guidance counselor/student conference
  - d. Parent notification
    1. Mail
    2. Telephone

Any violation of smoking after the third time may carry the maximum amount of days of in-school suspension as well as a warning, a parent conference, and parent notification by mail and telephone.

## FIGHTING

1. First Time
  - a. In-school suspension for two days.

- b. Verbal warning and explanation of rules
- c. Program coordinator/student conference
- d. Parent notification
  - 1. Mail
  - 2. Telephone

2. Second Time

- a. In-school suspension for four days
- b. Verbal warning and explanation of rules
- c. Program coordinator/guidance counselor/  
student/parent conference
- d. Parent notification
  - 1. Mail
  - 2. Telephone

Any violation of fighting after the ~~second time~~ may result in any of the following -

- 1. Out-of-school suspension (maximum)
- 2. Expulsion
- 3. School Board hearing

VERBAL DISRESPECT OR NAME CALLING

1. First Time

- a. In-school suspension for two days
- b. Program coordinator/student/parent conference
- c. Verbal warning and explanation of rules
- d. Parent notification
  - 1. Mail
  - 2. Telephone

Any violation of verbal disrespect or name calling after the first time will result in out-of-school suspension with parent conference required.

DESTRUCTION OF PERSONAL OR SCHOOL PROPERTY (Vandalism)

- a. In-school or out-of-school suspension  
at the discretion of the program coordinator
- b. Verbal warning and explanation of rules
- c. Program coordinator/student conference
- d. Parent notification
  1. Mail
  2. Telephone

In addition to the above, the student will pay for the damages  
and/or be responsible to clean or repair any item damaged.

ANNOYING BEHAVIOR

1. First Time

- a. In-school suspension for that period unless the  
misbehavior occurs toward the end of the period.  
If the misbehavior occurs toward the end of the  
period, the student will have in-school suspen-  
sion for that period the following day
- b. Verbal warning and explanation of rules
- c. Program coordinator/student conference
- d. Parent notification
  1. Mail
  2. Telephone

2. Second Time

- a. In-school suspension for three days that period
- b. Verbal warning and explanation of rules
- c. Program coordinator/teacher/student conference
- d. Parent notification
  1. Mail
  2. Telephone

3. Third Time

- a. In-school suspension for four days that period

- b. Verbal warning and explanation of rules
- c. Program coordinator/teacher/student/  
parent conference
- d. Parent notification
  - 1. Mail
  - 2. Telephone

#### DISRUPTIVE AND UNCOOPERATIVE BEHAVIOR

##### 1. First Time

- a. In-school suspension for one day
- b. Verbal warning and explanation of rules
- c. Program coordinator/student conference
- d. Parent notification
  - 1. Mail
  - 2. Telephone

After the first violation, and dependent upon the seriousness of the offense, the program coordinator will use his discretion. There will be parent notification by mail and telephone. A parent conference may be required.

#### LOITERING

##### 1. First Time

- a. In-school suspension for one day
- b. Verbal warning and explanation of rules
- c. Program coordinator/student conference
- d. Parent notification
  - 1. Mail
  - 2. Telephone

##### 2. Second Time

- a. In-school suspension for two days
- b. Verbal warning and explanation of rules



- c. Program coordinator/student conference
- d. Parent notification
  - 1. Mail
  - 2. Telephone

3. Third Time

- a. In-school or out-of-school suspension at the discretion of the program coordinator
- b. Verbal warning and explanation of rules
- c. Program coordinator/parent/student conference
- d. Parent notification
  - 1. Mail
  - 2. Telephone

INSUBORDINATION

1. First Time

- a. In-school suspension for one day
- b. Verbal warning and explanation of rules
- c. Program coordinator/student conference
- d. Parent notification
  - 1. Mail
  - 2. Telephone

2. Second Time

- a. In-school suspension for three days
- b. Verbal warning and explanation of rules
- c. Program coordinator/parent/student conference
- d. Parent notification
  - 1. Mail
  - 2. Telephone

3. Third Time

- a. In-school or out-of-school suspension at the discretion of the program coordinator

- b. Verbal warning and explanation of rules
- c. Program coordinator/parent/student conference
- d. Parent notification
  - 1. Mail
  - 2. Telephone

#### PHYSICAL ASSAULT TO A STAFF MEMBER

According to Cerro Gordo Community Unit District #100 Board Policy #513.20-C, a staff member does have the right to use physical force when it is essential for self defense. Any student physically assaulting a staff member may receive any or all of the following -

- 1. Out-of-school suspension (maximum)
- 2. Expulsion
- 3. School Board hearing
- 4. Verbal warning and explanation of rules
- 5. Program coordinator/staff member/parent/student conference
- 6. Parent notification
  - A. Mail
  - B. Telephone

#### THEFT

- 1. First Time
  - a. Out-of-school suspension pending parent conference. Punishment will be at the discretion of the program coordinator
  - b. Verbal warning and explanation of rules
  - c. Return or pay for property
  - d. Program coordinator/student conference
  - e. Parent notification
    - 1. Mail
    - 2. Telephone

2. Second Time

The same policy as used for the first offense will be used for the second offense.

GAMBLING

1. First Time

- a. In-school suspension for one day
- b. Verbal warning and explanation of rules
- c. Program coordinator/student conference
- d. Parent notification
  1. Mail
  2. Telephone

2. Second Time

- a. In-school suspension for two days
- b. Verbal warning and explanation of rules
- c. Program coordinator/teacher/student conference
- d. Parent notification
  1. Mail
  2. Telephone

3. Third Time

- a. Punishment for the third violation will be at the discretion of the program coordinator
- b. Verbal warning and explanation of rules
- c. Program coordinator/teacher/parent/student conference
- d. Parent notification
  1. Mail
  2. Telephone

CARELESS AND IMPRUDENT DRIVING

1. First Time

- a. Revocation of driving privileges as designated by the program coordinator

- b. Verbal warning and explanation of rules
- c. Program coordinator/student conference
- d. Parent notification
  - 1. Mail
  - 2. Telephone

2. Second Time

- a. Punishment at the discretion of the program coordinator
- b. Verbal warning and explanation of rules
- c. Program coordinator/parent/student conference
- d. Parent notification
  - 1. Mail
  - 2. Telephone

3. Third Time

- a. Revocation of driving privilege for the remainder of the school year
- b. Parent notification
  - 1. Mail
  - 2. Telephone

ILLEGAL WEAPONS

- a. Notification of police
- b. Verbal warning and explanation of rules
- c. Program coordinator/guidance counselor/parent/student conference
- d. Punishment will be at the discretion of the program coordinator
- e. Parent notification
  - 1. Mail
  - 2. Telephone

### DEMONSTRATIONS OR RIOTS

- a. Possible notification of police
- b. Verbal warning and explanation of rules
- c. Punishment will be at the discretion of the program coordinator

### STUDENT DRESS

- a. Clothing that may disrupt the educational process is not permissible
- b. Punishment will be at the discretion of the program coordinator
- c. Verbal warning and explanation of rules
- d. Program coordinator/student conference
- e. Parent notification
  - 1. Mail
  - 2. Telephone

### EXTORTION

- a. Punishment will be at the discretion of the program coordinator
- b. Verbal warning and explanation of rules
- c. Program coordinator/student conference
- d. Parent notification
  - 1. Mail
  - 2. Telephone
- e. Parent conference may be required if the violation occurs a second time

### INTIMIDATION

- a. Punishment will be at the discretion of the program coordinator
- b. Verbal warning and explanation of rules
- c. Program coordinator/student conference

d. Parent notification

1. Mail
2. Telephone

- e. Parent conference may be required if the violation occurs a second time

Corporal punishment may be used as an alternative disciplinary measure for cases of misbehavior if the in-school alternative does not correct the problem. Corporal punishment would not be used if there is written objection by a parent in the student's file.

LOGAN  
GENERAL FORM

OR

JOHN STONOR  
DISTRICT 1000  
JULY 21 2000



APPENDIX B

ALTERNATIVE PROGRAM  
DISCIPLINARY REFERRAL FORM

FOR

CERRO GORDO HIGH SCHOOL  
COMMUNITY UNIT DISTRICT #100  
CERRO GORDO, ILLINOIS 61818

Student's Name	ALTERNATIVE PROGRAM DISCIPLINARY REFERRAL FORM CERRO GORDO HIGH SCHOOL Community Unit District #100 Cerro Gordo, Illinois 61818  217-763-8441	Date of Notice    Date of Incident
Class		Period Time of Day
Teacher		
Incident - (Please print the type of behavior violation by the student)	Previous action taken by faculty member (Please print)	Parents notified - <input type="checkbox"/> Telephone <input type="checkbox"/> Mail <input type="checkbox"/> Personal Conference <input type="checkbox"/> Teacher involved <input type="checkbox"/> Teacher not involved  Parents were - <input type="checkbox"/> Cooperative and supportive <input type="checkbox"/> Uncooperative and unsupportive  Action taken by program coordinator
Faculty Member Signature	Faculty Member Comments:	Program Coordinator Comments:       Program Coordinator Signature

APPENDIX C

ALTERNATIVE PROGRAM  
EXTENSION FORM

FOR

CERRO GORDO HIGH SCHOOL  
COMMUNITY UNIT DISTRICT #100  
CERRO GORDO, ILLINOIS 61818

Corporal Punishment

Yes

Not Administered

Student's Name	<b>ALTERNATIVE PROGRAM EXTENSION FORM</b> <b>CERRO GORDO HIGH SCHOOL</b> Community Unit District #100 Cerro Gordo, Illinois 61818  217-763-8441	Date of Notice    Date of incident	
Class		Period Time of Day	
Teacher			
Incident - (Please print the type of behavior violation by the student)  <hr/> <hr/> <hr/> <hr/> <hr/>	Length of Extension ~  <div style="text-align: center;"> </div>	Parents notified - ___ Telephone ___ Mail	
		Parent Conference - Date of conference  ___ Yes ___ No	
	Program Coordinator Comments:  <hr/> <hr/> <hr/>	<b>Corporal Punishment -</b> ___ Yes ___ No	Parents were  ___ Cooperative and supportive ___ Uncooperative and unsupportive
		Date Administered:	
			Witnessed by (signature)

APPENDIX D

ALTERNATIVE PROGRAM  
DAILY FOLLOW-UP FORM

FOR

CERRO GORDO HIGH SCHOOL  
COMMUNITY UNIT DISTRICT #100  
CERRO GORDO, ILLINOIS 61818

Student's Name	ALTERNATIVE PROGRAM DAILY FOLLOW-UP FORM CERRO GORDO HIGH SCHOOL Community Unit District #100 Cerro Gordo, Illinois 61818  217-763-8441	Date of Notice    Date of Incident
Class		Period Time of Day
Teacher		
Attitude - <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Improved <input type="checkbox"/> Not Improved	Conduct - <input type="checkbox"/> Annoying behavior <input type="checkbox"/> Disruptive <input type="checkbox"/> Disrespectful <input type="checkbox"/> Gross Disobedience <input type="checkbox"/> Fighting <input type="checkbox"/> Profanity <input type="checkbox"/> Gestures <input type="checkbox"/> Uncooperative <input type="checkbox"/> Insubordination <input type="checkbox"/> Other	Loitering - (Describe incident)
Class Participation - <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Improved <input type="checkbox"/> Not Improved		Violation of Driving - Rules and Regulations (Describe Incident)
Prepared for Class - Books <input type="checkbox"/> Yes <input type="checkbox"/> No Paper and Pencil - <input type="checkbox"/> Yes <input type="checkbox"/> No Lessons completed on time - <input type="checkbox"/> Yes <input type="checkbox"/> No		Tardiness - <input type="checkbox"/> On time <input type="checkbox"/> Late <input type="checkbox"/> Class <input type="checkbox"/> Period _____ Date _____ Time
		Program Coordinator Signature



**APPENDIX E**

**SPECIFIC GUIDELINES  
FOR  
THE PASS PROGRAM  
(POSITIVE ALTERNATIVE TO STUDENT SUSPENSION)  
GRADES 7-12**

**AT**

**SOUTH BELOIT COMMUNITY UNIT DISTRICT #320  
850 HAYES AVENUE  
SOUTH BELOIT, ILLINOIS 61080**

Special recognition should be given to Dr. Dennis B. Healy, Superintendent, South Beloit Community Unit District #320, South Beloit, Illinois, for granting the writer's request to use the guidelines for the in-school suspension program he has developed as an appendix to this paper.

Dr. Healy has successfully developed in-school suspension programs at the last two Illinois Unit Districts in which he has been superintendent. Those districts are:

1. Mt. Carroll Community Unit District #304  
Mt. Carroll, Illinois

2. South Beloit Community Unit District #320  
South Beloit, Illinois

THE PASS PROGRAM  
(Positive Alternative to Student Suspension)  
Grades 7-12

An alternative to out-of-school suspension will be in-school suspension.

Any child placed on in-school suspension will complete the following:

1. Regular class assignments.
2. Meet with guidance counselors/social workers.
3. Write a behavior modification contract.

In-school suspension is an alternative learning experience. Any student assigned to in-school suspension will remain in a self contained classroom for the entire school day. Individual help will be provided. All regular classroom assignments will be completed during the in-school suspension time. A certifiable teacher will be present to help with the commitment to improve their behavior. In-school suspension will deal with self-image, and goals for life, self-awareness, rap sessions on attitudes. The purpose of in-school suspension is to help the student identify resources for dealing constructively with life situations.

Consequences for failure to deal with the reasonable rules and regulations provided for in in-school suspension will be an out-of-school suspension for double the number of days provided for an in-school suspension.

During assignment to in-school suspension all privileges are recinded so that students are motivated to work back into their regular program.

SOUTH BELOIT PUBLIC SCHOOLS  
COMMUNITY UNIT SCHOOL DISTRICT #320

STANDARDS OF CONDUCT  
Grades 7-12

WHAT THE SCHOOL EXPECTS OF YOU

Students are expected to conduct themselves in such a manner as to bring credit to themselves, their school and their community. Students will conduct themselves according to the reasonable rules and regulations of the Student Handbook and Board Policy. Good behavior will apply to extra curricular activities, while on the school bus, activities after school, and when visiting other schools as well as during the regular school day.

NO STUDENT SHALL DISRUPT THE EDUCATION PROCESS WITHIN A SCHOOL

Every member of the school community, including students, parents, and the school staff, has the responsibility to promote regular attendance at school, orderly conduct and behavior, freedom from fear of insult or injury, and maximum opportunities for learning on the part of each student.

The South Beloit Unit District #320 cites two (2) types of conduct disruptive to a good learning environment: "gross misconduct and persistent disobedience." Whereas the school has a valid interest in maintaining good order and proper decorum, gross misconduct and persistent disobedience will not be tolerated at any time.

Specifically, gross misconduct is defined as "willful and malicious acts which seriously disrupt the educational environment." Such acts include: possession or use of alcoholic beverages; arson; false

alarms; possession of fireworks or explosives; inciting others to violence or disruption; physical attack or threat of physical attack; possession or use of weapons; shakedown or strong arm tactics; possession, use or distribution of a controlled dangerous substance; vandalism or destruction of property; fighting and theft.

Specifically, persistent disobedience, is defined as "willful acts which also have a disruptive effect, especially when they are repeated over a period of time."

Such acts include: Continued class disruption; disrespect; distribution of unauthorized print material; false reports; forgery; gambling; insubordination; loitering; smoking; and unauthorized sale or distribution of any object or substance; excessive tardiness.

The South Beloit Board recognizes both informal and formal disciplinary actions for student disrupters. Therefore, the board advises teachers and administrators to use a variety of informal disciplinary/guidance steps in order to correct the standard of conduct violated before taking formal disciplinary action through suspension and expulsion.

These include:

1. Teacher-Student conferences.
2. Teacher-Parent conference or contact.
3. Guidance Counselor-Student conference.
4. Guidance Counselor-Parent-Student conference.
5. Administrator-Student conference.
6. Administrator-Parent-Student conference.
7. Social Worker-Community Service Agencies

Additional strategies recommended by the school board as alternatives to suspension.

#### ALL DETENTION HALL AND BEHAVIORAL PROBATION

A student can be assigned to a detention hall or behavioral probation for the following: gross misconduct, persistent disobedience, behavior which is injurious to persons or property, behavior which substantially and materially disrupts the educational process or discipline in the school. Repeated minor incidents of misbehavior for which other disciplinary measures have failed to deter, and gross disrespect. Students on behavioral probation will be denied participation in extra curricular activities.

Whereas the school has a valid interest in maintaining good order and proper decorum and if, the presence of a student at school is dangerous to other persons or property, or if such presence at school is believed to have a destructive influence on the normal operation of the school program the administrator is advised to make a decision based on the nature of the present act and degree of its severity in cases where the student must be denied participation in education through suspension or expulsion. South Beloit students will be given the following opportunity before suspension:

1. That the pupil be given oral or written notice of the charges against him or her.
2. If the pupil denies the charges, furnish the pupil an explanation of the evidence against him/her.
3. Give the student an opportunity to present his/her side of the story.

Suspension temporarily removes from a student the privilege of attending school and school activities until a formal meeting with



the parent to consider reinstatement.

SUSPENSION PROCEDURES ARE AS FOLLOWS:

1. The parents are notified by telephone (if possible) of the suspension and reasons for the action.
2. Upon imposition of the suspension the student and the parent(s) or guardian(s) of the student shall receive written notice of the following:
  - a. The reason for the suspension/standard of conduct violated.
  - b. Procedures to be followed by the student and the parents for possible reinstatement.
  - c. The beginning date and total number of days of the suspension.
  - d. The right to a review of the suspension as set forth in School Code 4-33.5. A request for a review hearing shall be submitted in writing within ten (10) school days after the receipt of the suspension notice. The review hearing shall take place within ten (10) school days of the receipt of the request or on a date mutually acceptable to all parties involved.

IF A STUDENT IS SUSPENDED

1. The student and parent(s) or guardian(s) shall be informed of the opportunity to take examinations and complete other work for credit which was missed during the suspension period.
2. All records and documentations regarding the suspension shall be destroyed at the end of a years time from the date of the suspension.

APPENDIX F  
SPECIFIC GUIDELINES  
FOR THE  
IN-SCHOOL SUSPENSION PROGRAM  
AND  
BEHAVIOR CODE

AT

UNITED TOWNSHIP HIGH SCHOOL DISTRICT #30  
13th STREET AND 42nd AVENUE  
EAST MOLINE, ILLINOIS 61244

Special recognition should be given to the administrators of United Township High School District #30 in East Moline, Illinois for granting the writer's request to use the guidelines for their in-school suspension program, and behavior code as an appendix to this paper.

In Appendix C you will notice statistics which indicate that United Township High School District #30 had a significant drop in truancies, and a decrease in the amount of tardies in just a period of one year. This is definite proof that this school district has a very strong, and well coordinated program.

and consider out-of-school  
element. Teachers seek to like  
some leverage and control over

1977 truancies 415  
1978 truancies 107  
1977 tardies 37  
1978 tardies 68

To: Dave Schmitz, Principal

Mt. Carrol High School

Basically we have switched from an open campus to a tighter controlled school with an in-school suspension system and new behavior code. In-school suspension this year has discouraged and reduced the number of truancies and tardies. Students dislike the idea of being isolated from their school friends and locked up in a restricted boring in-school suspension room. Students seem to take more interest and concern in having a proper excuse for their absences. Parents are in favor of in-school suspension as they want their children in school and consider out-of-school suspension as a vacation for the student. Teachers seem to like in-school suspension as it provides some leverage and control over the student.

Note the comparison - February 1977 truancies 415

February 1978 truancies 107

February 1977 tardies 97

February 1978 tardies 68

## UTHS BEHAVIOR CODE

TRUANCY - The absence from class or school without authorized permission by school officials or parents.

1. First Time

- a. In-school suspension: (equal to periods truant)
- b. Student-Principal conference
- c. Notify parents by mail
- d. Phone parents

2. Second Time

- a. In-school suspension: 1 day
- b. Principal-Counselor conference
- c. Parent conference required

3. Third Time

- a. In-school suspension: 2 days
- b. Principal-Parent-Student conference

4. Fourth Time

- a. Referral to Youth Service Bureau (Alternatives to Detention), if under 16 years old.

5. After Fourth Time

- a. Referral to court on Youth Service Bureau recommendation, if attempts to eliminate truancy (30 days) have failed.

6. Up to 10 days out-of-school suspension or possible expulsion.

VANDALISM - To willfully damage or destroy personal property or school property.

- a. Principal-Student conference
- b. Parents notified by phone and mail

- c. Student fined for damages
- d. When student has written on desks, etc, have student clean and sandpaper desk or walls as applies.

FIGHTING - Two or more students involved in a physical struggle.

1. First Time

- a. In-school suspension: 3 days
- b. Parent conference required
- c. Principal-Student conference
- d. Parents notified by mail and phone

2. Second Time

- a. In-school suspension: 3 days
- b. Parent conference required
- c. Principal-Student-Parent conference

3. Third Time

- a. Out-of-school suspension up to 10 days and a school board hearing.

IN ADDITION TO THE ABOVE, ANY FIGHT MAY RESULT IN EXPULSION.

DISRESPECT OR NAME-CALLING - To call people names in order to disgrace or disrespect.

- a. Principal-Student conference
- b. Apologize to teacher or staff member
- c. In-school suspension: 1 day

REFUSAL TO COMPLY WITH ANY OF THE ABOVE REQUESTS WILL RESULT IN OUT-OF-SCHOOL SUSPENSION.

SUBSEQUENT OCCURRENCE WILL RESULT IN OUT-OF-SCHOOL SUSPENSION/PENDING PARENT CONFERENCE.

SMOKING - The act of smoking tobacco or other substance, or possession of a lighted cigarette on the school premises:

1. First Time

- a. Principal-Student conference



- b. Rules explained again
  - c. In-school suspension: 1 day
  - d. Parents notified by mail and phone
2. Second Time
- a. Principal-Student conference
  - b. In-school suspension: 2 days
  - c. Parents notified by mail and phone
  - d. Parent conference mandatory
3. Third Time or More
- a. Principal-Student conference
  - b. In-school suspension: 3 days
  - c. Parent conference (Parents notified by mail and phone)
  - d. Each subsequent time: Penalty carries 3 days in-school suspension and a Principal-Student-Parent conference.

ANNOYING BEHAVIOR - To disrupt the educational process.

1. First Time
- a. Conference and warning
  - b. Student-Principal conference
  - c. Student sent to in-school suspension for period only (returns to class subsequent day)
  - d. Parent notified by mail and phone
2. Second Time
- a. In-school suspension: 2 days (that period)
  - b. Student-Principal-Teacher conference
  - c. Parents phoned and notified by mail
3. Third Time
- a. In-school suspension: 3 days (that period)

EXCESSIVE TARDINESS - To school - Any student not in his assigned room by the opening bell.  
To class - Any student not in his assigned room by the tardy bell.

(Referral is made to Principal when tardies become excessive).

1. First Time

- a. In-school suspension that period only (Return to class subsequent day)
- b. Principal-Student conference
- c. Call parent and notify by mail

2. Second Time

- a. Principal-Student conference
- b. Counselor referral
- c. In-school suspension: 2 days (that period)

3. Third Time

- a. Principal-Student-Parent conference
- b. In-school suspension: 3 days (that period)

4. Fourth Time

- a. Parents notified by mail and by phone
- b. In-school suspension rest of quarter or semester (that period)
- c. Student assigned "F" grade

PROFANE LANGUAGE OR GESTURES - The oral or written use of vulgar language.

REMOVAL FROM CLASS OR CLASSES WITH PRINCIPAL-STUDENT CONFERENCE IN ALL INSTANCES.

1. First Time

- a. In-school suspension: 1 day
- b. Parent notified by mail and phone

2. Second Time

- a. In-school suspension: 2 days
- b. Parent notified by mail and phone

3. Third Time

- a. In-school suspension/pending parent conference

GAMBLING - To play a game or bet for serious money or stakes  
(Card playing will be considered gambling).

1. First Time

- a. Conference and warning
- b. Parents notified by mail and phone
- c. Student-Principal conference
- d. In-school suspension, rest of the period

2. Second Time

- a. Student-Principal-Teacher-Counselor conference
- b. In-school suspension: 2 days (that period)

3. Third Time

- a. In-school suspension: 3 days
- b. Parent conference mandatory
- c. Student-Principal conference

4. Fourth Time

- a. Class Closed pending parent conference

DISRUPTIVE-UNCOOPERATIVE - Behavior in school or at school functions  
that bring disorder.

INSUBORDINATION - To refuse to cooperate with school officials or  
employees.

1. First Time

- a. Principal-Student conference
- b. In-school suspension: 1 day (that period)

- c. Parents notified by mail and phone
- 2. Second Time
  - a. In-school suspension: 2 days (that period)
  - b. Parent-Student-Principal conference
- 3. Third Time
  - a. In-school suspension pending parent conference (that period)

Corporal punishment can be used as a disciplinary measure, unless written parent objection is on file. Depending upon the seriousness of the offense, stronger or lesser suspensions and penalties may result.

LOITERING - To delay action with aimless stops or pauses.

- 1. First Time
  - a. Principal-Student conference (warning)
- 2. Second Time
  - a. In-school suspension: 1 day
- 3. Third Time
  - a. Out-of-school suspension pending parent conference

RECKLESS DRIVING - Operating a car in a careless, irresponsible or negligent manner without regard for the safety of others.

- 1. First Time
  - a. Student-Principal conference and parking privilege revoked for a time designated by principal.
- 2. Second Time
  - a. Out-of-school suspension pending parent conference
- 3. Third Time
  - a. Parking privilege revoked for the rest of the year

AN RECKLESS DRIVING MAY RESULT IN CHARGES AGAINST THE STUDENT AT THE POLICE DEPARTMENT.

THEFT - To take something from the school premises without specific or legal permission.

1. First Time

- a. Student-Principal conference
- b. Return of property
- c. Out-of-school suspension pending parent conference

2. Second Time

- a. Out-of-school suspension pending administrative decision.

Any of the following behavior code violations may result in out-of-school suspension for up to 10 days, or expulsion by Board of Education.

ANNOYING BEHAVIOR - To disrupt the educational process.

DRINKING AND ILLEGAL DRUGS- Direct involvement or participation in consuming, using, selling, or giving alcoholic beverage, marijuana, non-prescription drugs or other controlled substance during the school day and school functions.

GROSS DISRESPECT - Verbal and physical acts by a student that are rude, discourteous, vulgar.

EXTORTION - To obtain money or property by threats or force.

FIGHTING - Two or more students involved in physical struggle.

INSUBORDINATION - To refuse to cooperate with school officials or employees.

PROFANITY - The oral or written use of vulgar language.

STRIKING AN EMPLOYEE - Any undue physical contact or force used by a student against any school official or employee.

WEAPONS -

Any object that can be used for physical or property damage.

INTIMIDATION -

To attempt to influence someone with fear, force or threat.

Note: Students will not be allowed to wear hats or bare-midriff attire.

APPENDIX G

DISCIPLINARY REFERRAL FORM

FROM

UNITED TOWNSHIP HIGH SCHOOL DISTRICT #30  
13th STREET AND 42nd AVENUE  
EAST MOLINE, ILLINOIS 61244



Student's Name	<b>DISCIPLINARY REFERRAL</b> <b>UNITED TOWNSHIP HIGH SCHOOL</b> 13th Street and 42nd Avenue East Moline, Illinois 61244  309-755-2171	Date of Notice    Date of Incident
Class		Period Time of Day
Teacher		
<b>INSTRUCTIONS</b> 1. The purpose of this notice is to inform you of a disciplinary incident involving the student. 2. Please note the action taken by the teacher and the corrective action initiated today. 3. Recurring incidents will be reported.		From: _____  Assistant Principal
Reason(s) for Notice: Cutting Class    Dates _____ Excessive Tardiness Unacceptable Language Smoking Annoying to Classmates Destructive to School Property Fighting Rude/Disrespectful Excessive Talking Disruptive/Uncooperative	Prior Action by Teacher or Administration: Reviewed Student's File Had Conference with Student Consulted Counselor Changed Student's Seat Telephoned Parent Had Conference with Parent Sent Previous Notice(s) Assigned to Study Hall Period _____	Present Action by Administration: Student Cooperative Called Parent Parent Conference Required Student Put on Probation Student Suspended Assigned to Study Hall Period _____
Teacher Comments:		Additional Comments:
If You Would Like a Conference Concerning This Suspension Please Call The High School at 755-2171		
White- Parent's Copy    Yellow - Office Copy    Pink - Teacher's Copy    Gold-Counselor's Copy		

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